# TEACHER EFFECTIVENESS IN RELATION TO PROFESSIONAL COMPETENCY OF SECONDARY SCHOOL TEACHERS IN NORTH 24 PARGANAS

**ABSTRACT SUBMITTED FOR THE DEGREE OF**

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# ABSTRACT

The effectiveness of teachers plays a decisive role in ensuring the quality of education and improving student learning outcomes. The present study titled *Teacher Effectiveness in Relation to Professional Competency of Secondary School Teachers in North 24 Parganas* seeks to explore the relationship between the professional competencies of teachers and their overall effectiveness in classroom performance. The study was conducted among a representative sample of secondary school teachers selected from government, government-aided, and private institutions across urban and rural areas of North 24 Parganas district, West Bengal.

**Objectives:** The objectives of the present study are:

1. To assess the level of teacher effectiveness among secondary school teachers in North 24 Parganas.
2. To assess the level of professional competency among secondary school teachers in North 24 Parganas.
3. To compare teacher effectiveness among secondary school teachers in North 24 Parganas with respect to their gender, locale, experience, designation and qualification.
4. To compare professional competency among secondary school teachers in North 24 Parganas with respect to their gender, locale, experience, designation and qualification.
5. To explore the relationship of teacher effectiveness and professional competency among secondary school teachers in North 24 Parganas with respect to their gender, locale, experience, designation and qualification.
6. To develop a predictive model of teacher effectiveness with professional competency among secondary school teachers in North 24 Parganas.

On the basis of the proposed objectives 12 null hypotheses have been framed.

**Research Method:** The study adopted a quantitative approach using the descriptive survey method to systematically collect data on teacher effectiveness and professional competency.

**Population:** The population comprised all secondary school teachers working in government, government-aided, and private schools of North 24 Parganas district, West Bengal. The study focused on teachers across five subdivisions—Barasat, Barrackpore, Bongaon, Bashirhat, and Bidhannagar—to capture demographic and contextual diversity.

**Sample and Sampling Technique:** A total of 604 secondary school teachers were selected from 17 randomly chosen schools across the five subdivisions. The random sampling technique ensured that each teacher had an equal chance of participation, enhancing representativeness and minimizing selection bias.

**Variables of the Study:** The major variables of the study are Professional Competency and Teacher Effectiveness. Whereas the categorical variables of the study are gender, locale, teaching experience, designation, and qualification.

**Tools Used:** Two standardized instruments were employed for data collection. Teacher Effectiveness Scale (TES) developed by Dr. Umme Kulsum (2011) and Professional Competency Scale (PCS) developed by Dr. Nimisha Beri (2020) were used as the tool for collecting the required data. Both tools are reliable and widely validated for assessing teacher performance and professional competencies.

**Statistics Used:** Data were analysed using descriptive and inferential statistics. Mean, standard deviation, and percentage were computed for descriptive analysis. t-test and ANOVA was used to fulfil comparative objectives. while Pearson's correlation and multiple regression analysis were applied to examine relationships and predictive influences between teacher effectiveness and professional competency.

**Findings:** The statistical findings reveal a strong positive correlation between professional competence and teacher effectiveness, indicating that improvements in one directly enhance the other. Professional qualifications, designation, and teaching experience significantly affect both competence and effectiveness among secondary school teachers.

Teachers with higher professional training, such as assistant teachers, performed better in institutional planning and curriculum management. ANOVA results confirmed that formal education and stable positions contribute to superior classroom management and curriculum design. Experienced teachers excelled in classroom control, subject expertise, and interpersonal relations, highlighting the role of experience in teaching efficacy. However, continuous professional development remains essential for maintaining long-term effectiveness. Assistant

teachers showed higher competence due to job stability and better access to professional resources. Conversely, para and contractual teachers faced challenges due to limited development opportunities. Educational policies should prioritize equitable professional development for all teacher categories. Promoting mentorship, collaboration, and institutional support will strengthen teacher performance and student achievement.

**Conclusion:** The study concludes that professional competency has a significant positive impact on teacher effectiveness among secondary school teachers in North 24 Parganas. Teachers with higher qualifications, greater experience, and stable designations demonstrate stronger professional and instructional abilities. Continuous professional development, institutional support, and equitable training opportunities are essential to enhance teacher performance and improve overall educational quality.